

7. W.1.1 Students are able to **create** expository and persuasive texts of more than one paragraph.

Verbs Defined:

- create – write

Key Terms Defined:

- expository text – explanatory writing
- persuasive text – convincing writing

Teacher Speak:

Students are able to create (write) expository text (explanatory writing) and persuasive text (convincing writing) of more than one paragraph.

Student Speak:

I can write (create) more than one paragraph in explanatory writing (expository text) and convincing writing (persuasive text).

7. W.1.2 Students are able to **create** an organizational structure that includes an introduction, clear focus, effective transitions, and a conclusion.

Verbs Defined:

- create -- write

Key Terms Defined:

- organizational structure – how the text is written using chronological order, cause/effect, problem/solution, or compare/contrast.
- effective transitions -- a word, sentence, phrase, or paragraph that leads from one concept or idea to the next

Teacher Speak:

Students are able to write (create) an organizational structure (how the text is written using chronological order, cause/effect, problem/solution, or compare/contrast) that includes an introduction, clear focus, effective transitions (a word, sentence, phrase, or paragraph that leads from one concept or idea to the next), and a conclusion.

Student Speak:

I can write (create) a text using:

- chronological order,
- cause/effect
- problem/solution
- compare/contrast (organizational structure)

that includes

- an introduction,
- clear focus,
- a word, sentence, phrase, or paragraph that leads from one concept or idea to the next (effective transitions)
- a conclusion.

7. W.1.3 Students are able to **choose** appropriate language and style for writing purpose and audience.

Verbs Defined:

Key Terms Defined:

- language -- word choice
- style – technique
 - sentence length
 - dialogue
 - figurative language
 - tone
- purpose - reason for writing
- audience – reader or listener

Teacher Speak:

The students are able to choose the appropriate language (word choice) and style (technique: sentence length, dialogue, figurative language, tone) for writing purpose (reason for writing) and audience (reader or listener).

Student Speak:

I can choose the appropriate word choice (language) and technique

- sentence length
- dialogue
- figurative language
- tone (style)

based on my reason for writing (purpose) and for the reader or listener (audience).

7.W.2.1 Students are able to **model** a range of strategies authors use in all writing modes, with emphasis on exposition and persuasion.

Verbs Defined:

- model -- use

Key Terms Defined:

- strategies –
 - organization
 - opening
 - focus
 - word choice
 - sentence length
 - sensory details
 - sound devices
- writing modes:
 - exposition - informative
 - persuasion - persuasive
 - narration - a story with logical order
 - description - a detailed piece of writing

Teacher Speak:

Students are able to model (use) a range of strategies (organization, opening, focus, word choice, sentence length, sensory details, sound devices) authors use in all writing modes (exposition, persuasion, narration, description), with emphasis on exposition (informative) and persuasion (persuasive).

Student Speak:

I am able to use (model)

- organization
- opening
- focus
- word choice
- sentence length
- sensory details
- sound devices(strategies)

authors use in exposition, persuasion, narration, description (writing modes), with emphasis on informative (exposition) and persuasive pieces of writing (persuasion).

7.W.2.2 Students are able to **revise** writing to improve clarity.

Verbs Defined:

- revise - change writing by adding, cutting, or moving around ideas and details

Key Terms Defined:

- clarity – understanding

Teacher Speak:

Students are able to revise (change writing by adding, cutting, or moving around ideas and details) writing to improve clarity (understanding).

Student Speak:

I can change my writing by adding, cutting, or moving around ideas and details (revise) to improve understanding (clarity).

7. W.3.1 Students are able to **apply** knowledge of standard language usage, including phrases and agreement.

Verbs Defined:

Key Terms Defined:

- standard language usage -- accepted forms of written and spoken formal English taught in schools

Teacher Speak:

Students are able to apply knowledge of standard language usage (accepted forms of written and spoken formal English taught in schools), including phrases and agreement.

Student Speak:

I can apply accepted forms of written and spoken formal English taught in schools (knowledge of standard language usage)

- including phrases
 - prepositional
 - participle
 - infinitive
 - gerund
- and agreement
 - subject/verb
 - verb tense
 - noun/pronoun.

7. W.3.2 Students are able to **edit** final copy for correctness.

Verbs Defined:

- edit -- correct

Key Terms Defined:

- final copies -- copy of work to be published or graded

Teacher Speak:

Students are able to edit (correct) final copies (copy of work to be published or graded) for correctness.

Student Speak:

I can correct (edit) by:

- replacing or deleting words, phrases, and sentences that sound awkward or confusing
- changing errors in spelling, usage, mechanics, and grammar
- changing punctuation errors
 - commas in direct address
 - commas in introductory clauses and phrases
 - commas in compound sentences

in copies of work to be published or graded (final copies) for correctness.

7.W.4.1 Students are able to **write** to **synthesize** information from various subject areas.

Verbs Defined:

- synthesize--combine

Key Terms Defined:

Teacher Speak:

Students are able to write to synthesize (combine) information from various subject areas.

Student Speak:

I can write to combine (synthesize) information from various subject areas.

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